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ABSTRACT

ERIC abstracts on the school principalship, announced in RIE through August 1970, are presented. The key terms used in compiling this collection are "administrator role," "principals," "school administration," and "teacher administrator relationship." The following information is presented for each document: author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

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ERIC Abstracts on:

The School Principalship: Crisis in Middle Management

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A Collection of ERIC Document Resumes on

The School Principalship: Crisis in Middle Management

Compiled by

the

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Philip K. Piele
Director

INTRODUCTION

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1. Alexander, Lawrence T., and others. A Demonstration of the Use of Simulation in the Training of School Administrators. New York: Division of Teacher Education, City University of New York, 1967. 114 pages. ED 014 157 MF $0.50 HC $5.80.

   In the spring of 1967, the New York City Board of Education initiated an internship training program for prospective principals. A team of consultants from the City University of New York developed a plan for using modern simulation techniques to provide practice in administrative decision making and problem solving and for incorporating these techniques into the program. The plan that was developed consisted of the following elements: (1) designing a low-cost school simulation employing problems of school-community interaction derived from incidents actually occurring in New York City schools, (2) conducting an exercise to demonstrate the utility of the simulation for training, and (3) utilizing the experience thus obtained to recommend improvements in the simulation. The demonstration exercise was conducted with the first class of trainees acting as participants. Analyses of the behavior of the participants in the exercises and of their responses to a questionnaire suggest that the simulation was an effective instrument for improving administrative decision-making and problem-solving skills.

2. Anastasiow, Nicholas J., and Fischler, Abraham S. The Teaming of Principals Project: A Report to the Fund for the Advancement of Education. Palo Alto, California: Palo Alto Unified School District, 1966. 78 pages. ED 010 708 MF $0.50 HC $4.00.

   The case study technique was used to record and analyze the functions and effect of team operation of their schools by five elementary principals. Each team member shared the vested responsibility, administration, and instructional tasks of each school by participating in group planning sessions to make decisions concerning problems in the five schools, and by assuming responsibility for one or more areas of the curriculum in all five. Tests and questionnaires used to verify findings included (1) Leadership Behavior Description Questionnaire, (2) Hollingshead two-factor index of social position, (3) Gough's adjective checklist, (4) teacher questionnaire, (5) pupil achievement, and (6) attitude scores. Results showed (1) the team members were able to work efficiently and effectively together to accomplish the administrative acts required in the school and the district; (2) team members realized a need for further, more specialized training in curriculum, supervision and group interaction; (3) slightly higher interest and achievement scores from the children and more positive attitudes from the teachers were obtained in the team-administered schools than in the other schools in the district; (4) the stimulation and interaction with other team members resulted in more decisions; (5) teachers expressed concern

for not being involved in the decision-making process in each school; and (6) the team failed to provide for systematic staff evaluation.

3. Barakat, Halim I., and Chesler, Mark A. The Innovation and Sharing of Teaching Practices: A Study of Professional Roles and Social Structures in Schools. Final Report. Ann Arbor: Institute for Social Research, Michigan University, 1967. 259 pages. ED 014 816 MF $1.00 HC $13.05.

   In a study to determine the personal and organizational conditions associated with innovation and sharing of classroom teaching practices, data were analyzed from a 95 percent response (473 of 499 total) to a self-report questionnaire administered to the entire professional staff of three school systems comprising twenty-one elementary and secondary schools in southeastern Michigan. Findings indicate that teachers who feel that their own personal power and that of their colleagues is influential in school decision-making processes are more often involved in innovating and sharing. Teachers who are more intimately involved in professional exchange transactions with their colleagues are also more likely to be highly involved in innovating and sharing. Staff feeling that there is strong pressure to conform to school norms and procedures is negatively related to innovation. Finally, innovative teachers see their principal as insuring professional autonomy by mediating external pressures and providing freedom from internal pressures. The sharing of classroom practices requires some mechanism for information processing among peers while innovation does not. Implications of the study are summarized as aids in the planning of educational change programs.

4. Bash, James H., and Long, Roger L. Effective Administration in Desegregated Schools. Bloomington, Indiana: Phi Delta Kappa, 1968. 78 pages. ED 025 037 MF $0.50 HC $4.00.

   At the local level the school principal is the key person in the implementation of the decision by the school board to desegregate the schools. Information on the practices and procedures followed by successful principals was obtained through interviews and questionnaires. Topics discussed include (1) the general personal characteristics required of the effective principal, (2) his role in orienting the pupils and staff to the prospect of school desegregation, (3) his role in organizing instruction, (4) the problem of student discipline, (5) his relationship with the teaching staff, (6) the handling of extracurricular activities, (7) his role in promoting intergroup understanding, (8) school-community relationships, and (9) the major decisions faced by principals. An annotated bibliography lists thirty items.

5. Bills, Robert E. The Incentive Approach to State School Administration: Change in Two Pilot Centers. Auburn, Alabama: Auburn University, 1961. 94 pages. ED 002 904 MF $0.50 HC $4.80.

The objective was to test the concept that a state education department, when working democratically with county and local units, can provide socially desirable goals. Professionals of the state department of education, principals, teachers, parents, and pupils from two counties were given a battery of adjustment and values indexes, a measure of assumed similarity, and a role concept Q-sort. These tests were given before 1959 and after 1961, which was the intensive period of reorganization of the relationships between the state department and lower levels of administration. Mason and Doddridge counties were selected for the pilot centers. A review of the work in the two counties during the study suggested that, due to more systematic efforts, more changes should be found in Mason than in Doddridge. In both counties principals have asserted themselves as leaders in instructional improvement. It was also believed that this change should be reflected more in the results of the tests given the principals than in those given teachers, pupils, or parents. However, significant change was also evidenced by the students in the two counties, again more in Mason than in Doddridge. In the county where more systematic and concerned help was given, more change was achieved.

6. Blumberg, Arthur, and Amidon, Edmund. "Teacher Perceptions of Supervisor-Teacher Interaction." Administrator's Notebook, 14, 1 (September 1965). 6 pages. ED 012 099 Document not available from EDRS. (Available from The Midwest Administration Center, The University of Chicago, 5835 Kimbark Avenue, Chicago, Illinois 60637, $0.25.)

Teacher perceptions of supervisor-teacher interaction were analyzed to support the hypothesis that four groups, representing different perceptions of supervisory behavior, would differ with respect to teacher evaluations of conference productivity, conference learning, and the communicative atmosphere. The 166 graduate inservice teachers at Temple University's College of Education who had been involved in supervisory conferences with their principals during the past year were subjects of the study. Data were obtained from questionnaires adopting Flanders' instrument for analysis of teacher-pupil interaction in the classroom and from teacher evaluations of communicative freedom and supportiveness, learning outcomes, amount of supervisory talk, and general productivity in the supervisory conference. From a distinction between direct behavior (giving information, opinion, direction, command, or criticism) and indirect behavior (accepting feelings or ideas, praising, and asking questions), four groups of teachers were identified

for comparative study. Observations included: (1) Teachers discriminate well among a variety of supervisor behaviors; (2) teachers hold a wide range of perceptions about the behavior of their supervisors; (3) certain patterns of perceived supervisor behavior produce consistent types of reactions in teachers, while others produce an inconsistent response; (4) perceptions of supervisor behavior that are most indirect produce the most consistent reactions; and (5) research and training need to be focused on the specific behavioral aspects of the authority figure in educational settings.

7. Borg, Walter R. Study of Human Interaction Variables in Successful and Unsuccessful Teacher Teams. Logan: Utah State University, 1966. 60 pages. ED 010 001 MF $0.50 HC $3.10.

   The objective was to investigate the variables leading to the success or failure of teacher teams. This paper reports a survey of 533 team members and 242 principals from schools in which team teaching was employed, and an assessment of 63 teachers from fifteen teams. A survey of 242 principals indicated that (1) a substantial percentage of current team-teaching programs are exploratory, employing only one team; (2) planning is inadequate; (3) the organizational and instructional techniques are flexible class size, ability grouping, and individualized instruction; (4) the administrative problem of adapting available space to team teaching is difficult; and (5) large school principals work with team leaders, while small school principals work with the entire team. A survey of 533 teachers indicated that (1) the majority of teams work with pupils at a single grade level, usually elementary; (2) teacher specialization in teaching and preparation of curricular materials is the usual pattern; and (3) the more predominant structure has no official leader and little or no administrative authority. Principals and teachers surveyed reported that the teacher characteristics needed for team teaching are flexibility, ability to cooperate and work effectively with other adults, organizational skill, consideration for others, and ability to accept conventional criticism. The assessment of the 63 teachers of fifteen teams indicated that the more effective teachers participate in planning sessions, and these teachers scored higher on a peer rating-ranking interview.

8. Bowles, D. Richard. "The Profession of Elementary School Administration." In Effective Elementary School Administration. West Nyack, New York: Parker Publishing Co., 1968. 22 pages. ED 029 381 MF $0.25 HC $1.20. (Entire document available from Parker Publishing Company, Inc., West Nyack, New York, $9.95.)

   Effective leadership is required for positions of elementary school administration, and this leadership can be acquired and improved. In

recruiting for the principalship, the greatest potential source is the teaching staffs of elementary schools. The time to select principals is when none is needed because the administration then has time to gather and carefully evaluate information about the prospective candidates. Internships and school system principal training programs provide effective learning experiences for principals-to-be. Once selected, new principals should not be left to grope for their own administrative style. Programs of orientation, systemwide programs of continuing education, and encouragement of self-directed professional and personal growth are essential to the development and maintenance of effective educational leaders.

9. Bridges, Edwin M. A Model for Shared Decision Making in the School Principalship. Saint Ann, Missouri: Central Midwestern Regional Educational Laboratory, 1967. 16 pages. ED 013 480 MF $0.25 HC $0.90.

   Research suggests that teacher participation in decision making has desirable consequences. When the principal involves teachers in making decisions which are located in their zone of indifference, participation is less effective. A teacher is interested in participating if the decision is relevant to him and if he is capable of contributing to the decision. When the principal has decided at what phase in the decision-making process teachers will be included and what their role will be, he must determine the constitutional arrangement of the group (participant-determining, parliamentarian, or democratic-centralist). Decisions appropriate for participant-determining hold high relevance to the teachers. When teachers' interests are conflicting, the parliamentarian style is most appropriate for achieving consensus, and when both teachers' views and the principal's final judgment are required, the democratic-centralist style is most feasible. In all three structures, the principal must facilitate the group effort in order to maintain the necessary leadership position.

10. Channon, Gloria. "The More Effective Schools." The Urban Review, 2(February 1967). 6 pages. ED 013 845 MF $0.25 HC $0.40.

    More Effective Schools, a New York City special school program, is critically evaluated here. The program, initiated by the United Federation of Teachers (UFT), and developed by the Board of Education, the Council of Supervisory Associations, and the UFT, emphasizes the importance of a guidance approach in teaching ghetto children. The classes in the twenty-one participating schools have a maximum size of twenty-two students, and the program offers supplementary health and community services, "cluster" class arrangements, and heterogeneous grouping. It is felt that the program has been a tremendous

failure. This criticism is based on firsthand experience, from which the roles of the administration and the teachers were analyzed. The administration was found to be rigid, restrictive, and unimaginative, and the teachers inexperienced, in conflict with one another, and often hostile to the children. Criticized, too, is the emasculation of some of the best features of the initial plan because of a lack of money and inspiring principals.

11. Crispin, David B., and Peterson, R. Duane. "An Analysis of Interaction among Principals and Teachers during School Faculty Meetings." Paper presented at the annual meeting of the American Educational Research Association, New York, February, 1967. 9 pages. ED 011 139 MF $0.25 HC $0.55.

    A principal's interaction pattern in faculty meetings, tested by the Crispin System of Interaction Analysis, was hypothesized to be the major cause for interschool teacher attitude differences. The authors further hypothesized that the more indirect the principal's behavior (willingly shares his authority with teachers), the more supportive will be the teachers' behavior (willingly cooperative). Principal behavior was recorded as direct (uses authority) or indirect (shares authority), and teacher behavior was recorded as nonsupportive (perfunctory) or supportive (willingly cooperative). The data representing over 20,000 interactions in thirty elementary school faculty meetings indicated a rejection of the stated hypothesis. Teachers tended to be supportive irrespective of direct and indirect principal behavior. The amount of teacher participation was, however, exactly twice as high in the indirect climates. The consistent teacher reaction to the varying behavior of principals was at variance with findings in other disciplines where the behavior of a group was dependent upon the behavior of the leader. Further research was suggested using secondary and larger urban schools, different behavior patterns by the same principals, and the attitudes and behaviors of teachers and principals.

12. Croft, John C. Open- and Closed-Mindedness and Perceptions of Leader Behavior. University Park: Pennsylvania State University, 1964. 108 pages. ED 003 448 MF $0.50 HC $5.50.

    This study proposed to determine, in a school setting, if perception accuracy was related to personality structure. Two secondary and elementary principals were selected from each of twelve school districts. The Leader Behavior Description Questionnaire (LBDQ) and the Rokeach Dogmatism Scale (RDS) were administered to the superintendents, principals, and teachers of the twenty-four schools in the sample. From the test results the principals were ranked according to open-mindedness and closed-mindedness. Significant relationships were found between

the self-perceptions of the principals and perceptions by their superintendents, and between staff perceptions and superintendent perceptions. The findings of the study were felt to need further investigation.

13. Cross, Ray, and Bennett, Vernon S. "Problem Situations Encountered by School Principals in Different Socioeconomic Settings." 19 pages. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, California, February 4-8, 1969. ED 028 523 MF $0.25 HC $1.05.

    To determine the effect of variations in institutional dimensions on administrative behavior, this study identifies the differences between problem situations confronting elementary principals of schools located in lower socioeconomic communities and those confronting principals of schools in higher socioeconomic communities. The institutional variable is the socioeconomic composition of the communities in which the schools are located. Ten schools in a Midwestern urban school system were divided into five high socioeconomic and five low socioeconomic schools and the ten principals were used as subjects for the study. Problems confronting the principals were identified by direct observation and categorized by means of the Darling Taxonomy of Administrative Problems. Each subject was observed for two full days with 995 problem situations recorded for the "high" group and 1,051 recorded for the "low" group. Analysis using chi-square tests shows that there are significant differences between the distribution of principals' problems in the "low" and "high" schools with respect to (1) their functions, (2) types of problems they encounter, and (3) origin of their decisions. Different skills are required of principals in the two settings, with principals in the "low" setting encountering more human relations problems and having less time for creative thinking.

14. Department of Elementary School Principals. The Elementary School Principalship in 1968. A Research Study. Washington, D. C.: 1968. 165 pages. ED 030 965 MF $0.75 HC not available from EDRS. (Available from Department of Elementary School Principals, National Education Association, Washington, D. C. 20036, as NEA Stock Number 181-05556, cloth $6.50; and as Number 181-05554, paperback, $5.00.

    This report summarizes the results of a 1967 survey designed to obtain a better understanding of the characteristics, duties, and opinions of the nation's elementary school principals. A questionnaire mailed to a national sample of 2,551 elementary school principals elicited a 91.7 percent response rate. These responses are described in eleven chapters containing 104 tables which provide the following types of information about the elementary school principal: (1) personal and professional characteristics, (2) experience and preparation, (3) working conditions,

(4) salary rates, (5) administrative responsibilities, (6) organizational responsibilities, (7) resource utilization, (8) supervisory responsibilities, (9) relationship with the community, (10) use and evaluation of organizational and instructional innovations, and (11) use and evaluation of selected special school programs. In the final chapter, the general results of the survey are compared with the results of a similar survey of the nation's principals conducted in 1958, and several problem areas which may affect the future role of the elementary school principal are suggested.

15. Department of Elementary School Principals. Professional Negotiation and the Principalship. Washington,D. C.: 1969. 253 pages. ED 035 075 MF $1.00 HC not available from EDRS. (Available from Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, as NEA Stock Number 181-05578, single copy $6.00, quantity discounts.)

    The sixteen articles in this collection discuss the professional negotiation movement and its implications for principals. Included are a series of articles from The National Elementary Principal that deal with trends in professional negotiation and the principal's role. The collection is directed toward principals with the stated aims of: (1) increasing their understanding of the negotiation movement, (2) providing them with thoughtful guidelines and specific techniques useful in negotiations, and (3) encouraging them to explore different patterns of administration and decision making. Appendices contain (1) a glossary of terms used in the analysis of negotiation, and (2) sample contracts--one between a school district and a teachers' association, the other between a city board of education and a city association of administrators and supervisors.

16. Department of Elementary School Principals. Selected Articles for Elementary School Principals. Washington, D.C.: 1968. 254 pages. ED 031 789 MF $1.00 HC not available from EDRS. (Available from Department of Elementary School Principals, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, as NEA Stock Number 181-05558, single copy $6.00, quanitity discounts.)

    Forty-five unsolicited manuscripts related to prominent concerns of elementary school principals have been published in a single volume under nine topics, as follows: the role of the principal, supervision, inservice education, teacher preparation, school-community relations, parent relations, guidance, discipline, and miscellaneous. Issues treated in specific articles include: consultation as a function of leadership, duties of the elementary school principal, his changing role, a model of focused supervision, successful student teaching through

evaluation, home-school communications, the disturbed child in the regular classroom, improving pupil behavior, professional negotiation, and the effect of the school's physical environment on pupil behavior.

17. Doll, Russell C. Variations among Inner City Elementary Schools: An Investigation into the Nature and Causes of Their Differences. Kansas City: Center for the Study of Metropolitan Problems in Education, Missouri University, 1969. 44 pages. ED 038 447 MF $0.25 HC $2.30. (Also available from the Center for the Study of Metropolitan Problems in Education, Missouri University, Kansas City, Missouri 64110, $1.00.)

    The investigation in this study of inner-city elementary schools identified two main causes for successful learning environments. The strongest influence was thought to be the principal. An analysis of "problem oriented schools" showed that successful principals were prone to act independently of bureaucratic directives, and that they heeded teacher advice and attended to their needs; while the unsuccessful principals were more rigid and hierarchy oriented. The way that schools grouped students for academic work also appeared to be a factor. Schools which had grades K-6 had fewer discipline problems than those with K-8. This finding was attributed to the difficulty of disciplining junior high students and the influence of these more defiant seventh and eighth graders on younger students. Furthermore, teachers favored the self-contained classroom over the departmental system, since having one group of students enhanced both the teacher's disciplinary success and the warmth and mutual respect between the teacher and student. Recommendations made in this study were: the hiring of principals with administrative skills necessary for running inner-city schools; elimination or minimization of formal written and oral qualifying examinations, and of irrelevant credential requirements for picking administrators; and preservice and inservice training programs for administrators.

18. Emmet, Gerald M. "A Mental Health Practitioner's Primer: Critical Intervention in School Desegregation." 1967. 13 pages. ED 014 510 MF $0.25 HC $0.75.

    A mental health worker can function as a consultant who helps to identify the factors which interfere with successful school integration. At the present time open enrollment methods for school desegregation have been hampered by poor management during the three "critical" phases of a movement toward integration. The phases involve a planning and preparation period, the actual initiation of desegregation programs, and the working-through process to achieve the attitudinal changes necessary for true integration. The early, planning phase requires the availability of important diagnostic and prognostic facts about the relationship between the administration, and the staff, the students, and the community in the

receiving school. In general, the principal is the cornerstone of the success or failure of the plans. The preparation period must include the involvement of and participation by parents in both sending and receiving schools. What is more, careful evaluations of the intitial events of the desegregation process are needed to forestall the entrenchment of the effects of destructive experiences. Also "massive educational maneuvers" to remediate the academic deficiencies of the incoming group must be part of the initial phase. Tutorial programs with volunteer college students and neighborhood mothers are helpful techniques for both remediation and attitude changes. Some illustrative experiences of receiving schools in New York City are included.

19. Fearing, J. L. "Some Perceptions of Executive Professional Leadership." Houston, Texas: Bureau of Educational Research and Service, Houston University, 1965. Paper presented at the 1965 annual meeting of the American Educational Research Association and published in Educational Facts, 4,3(n.d.). 4 pages. ED 010 905 MF $0.25 HC $0.30.

    Thirty-two items of behavior considered crucial to success in elementary school staff relationships were used to determine the perceptions of the faculty and principals of six school staffs in a district of forty thousand relative to (1) the importance the faculty attached to some of the principals' actions, (2) the staff's knowledge of the value he placed on these behaviors, and (3) the similarity of both values. Each principal and teacher was asked first to Q-sort the behaviors into six categories, and second to assess the behaviors he believed the other valued. The resulting frequency distributions illustrated that (1) the principal infrequently perceived faculty values, (2) the staff infrequently perceived the principal's values, and (3) the staff and principal held dissimilar perceptions on two-thirds of the items. Thus, either accuracy of interpersonal perception is not essential to school productivity or the elementary school has a potential for increased effectiveness by improving the accuracy of interpersonal perceptions.

20. Finn, James D. "The Croft Professional Growth Program." New Dimensions of Instruction, 7,4(1961). 8 pages. ED 002 698 MF $0.25 HC $0.50.

    Pressures on school administrators emanate from such sources as the use of television, teaching machines, and films for instructional purposes. The administrator should be aware of the promises of the future and the best of the past, which can guide him in leadership. In the years to come, administrative operations, theory, and attitudes will have to change radically. Too many teachers consider new teaching devices as being unrelated to each other and of no significance in instruction. Changes in adminstrative patterns are needed in the logistics of instruction, with trained personnel to support this instruction. The

revision of the school budget is an essential but difficult part of these changes. The school principal has a key leadership role and great curriculum responsibilities. The principal should acquire a functional knowledge of all elements of technological change. Adequate instructional support and high caliber service should be provided for teachers in order to acquaint them with the usefulness of technological changes.

21. Fitzwater, Ivan W. Practical Techniques for High School Administration. Muncie: Indiana Public School Study Council, 1968. 107 pages. ED 030 966 Document not available from EDRS. (Available from The Interstate Printers and Publishers, Inc., Danville, Illinois 61832, $2.95.)

This document offers specific, practical techniques for dealing with the multiple responsibilities and problems associated with contemporary secondary school administration. The document's eighteen chapters provide the secondary school principal with guidelines applicable to the following areas of secondary school administration: (1) development of philosophy and goals, (2) curriculum development and innovation, (3) selection and organization of staff, (4) inservice training, (5) student control, (6) management of facilities and finances, and (7) dissemination of information to the public, staff, and students. These guidelines stress the need for continued administrative leadership toward the development of a team approach to school problems.

22. Foskett, John M. The Normative World of the Elementary School Principal. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1967. 125 pages. ED 025 004 MF $0.50 HC $6.35. (Also available from Publications Department, Center for the Advanced Study of Educational Administration, Hendricks Hall, University of Oregon, Eugene, Oregon 97403, $2.00.)

To determine community attitudes toward the position of elementary school principal, data were gathered in 1965 in a Pacific Coast community through role norm inventories completed by 367 teachers, 22 principals, the 7 members of the school board, the superintendent of schools, 603 citizens, 56 community leaders, and 207 parents. Findings indicate that conflicting views of the principal's role are held both by the principals themselves and by the other populations studied. With the principal identified partly as an administrator and partly as a member of the teaching staff, he tends to be associated in part with each of the roles and not completely with either. This role ambiguity may lead to low morale and to ineffective performance by elementary school principals. Appendices include the elementary school principal Role Norm Inventory and analyses of scores for self-expectations of principals, principals' perceptions of the expectations of others, and actual expec-

tations of others.

23. Foskett, John M., and Wolcott, Harry F. Self Images and Community Images of the Elementary School Principal: Findings and Implications of a Sociological Inquiry. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1966. 41 pages. ED 011 578 MF $0.25 HC $2.15.

The system of rules that guides the behavior of elementary school principals was investigated. This body of rules, termed "The Normative Structure of the Community as It Pertains to School Administrators," was studied by means of an instrument called the Role Norm Inventory. Separate inventories were developed for elementary school teachers and for elementary school principals. The principals response patterns to the Role Norm Inventory were discussed in the following order: (1) the extent of agreement among principals and among other populations regarding the role of the principal, (2) the extent of permissiveness among principals and among other populations, (3) differences in views of the role of the principal, (4) the principal's perception of the views of others, and (5) rank-order agreement of items based on mean scores obtained from the various populations. Responses were scored on a scale of plus 100 percent for complete agreement to minus 100 percent for complete disagreement. A summary of the scores revealed that the level of agreement for each segment of the community inventoried ranged from near zero percent to approximately 80 percent, the average for each group being close to 40 percent. The author reported (1) the school system that was studied appeared to be a stable, smooth running organization operating with a minimum of stress, and (2) the school system appeared able to tolerate a wide range of views.

24. Frady, Claude. "The Principal in Profile: A Study of Kentucky Senior High School Principals." Lexington: College of Education, University of Kentucky. Bulletin of the Bureau of School Service, 38, 3 (March 1966). 54 pages. ED 011 691 MF $0.25 HC $2.80.

From the 206 questionnaires returned from the 337 Kentucky public senior high schools, the author found a composite principal who is: (1) a family man in his middle forties, born and educated in Kentucky, (2) a solid, active member of his social community, and (3) a member of his professional associations, attending one convention yearly, and considering The Bulletin of the National Association of Secondary-School Principals his most valuable professional periodical, and (4) planning to continue principalship. He favors (1) the Supreme Court decisions on prayer, school integration, and faculty desegregation, (2) federal aid to public schools, (3) requirement of eighteen credits for high school graduation, (4) improvement of the English curriculum, (5) emphasis on general

education, and (6) high school education for all. He holds a conservative view toward the ungraded high school, the Carnegie Unit, educational television, and team teaching. He believes that colleges influence high school course offerings more than any other institution and that neither college instructors nor professors are aware of the realities of public high school education. From comparison with a 1950 study, the author concluded that both principals and the principalship have improved. The thirty-three questions of the opinion profile are reproduced.

25. Gill, Donald, and Merigis, Harry. A Study of the Status and Functions of the Elementary School Principalship in Illinois. Charleston: Eastern Illinois University, 1967. 163 pages. ED 017 067 MF $0.75 HC $8.25.

From the questionnaire response data of a 1964 survey representing a 56 percent return of all elementary schools in Illinois, seventy tables were developed to define the principal's role and status in relationship to current practices and emerging trends in the organization and administration of public elementary schools. Questionnaire categories included: You and Your School, Personal Information, Education for the Principalship, Recruitment, Experience, Financial Status, Your Position, Resources, Principal's Roles in Administration and Supervision, and Community Work. Variables analyzed included the organizational characteristics of elementary schools and principals' characteristics, use of time, and status in the school system. A profile, determined from a number-percentage measurement of relationships, describes the average Illinois elementary school principal as male, forty years of age, married with three dependents, administering a single school with a staff of seventeen and an enrollment of approximately 550 pupils. Other characteristics of the average elementary school principal and implications of the study for further research are outlined.

26. Goldberg, Gertrude S. "I.S. 201--An Educational Landmark." New York: ERIC Clearinghouse on Urban Disadvantaged, Yeshiva University. IRCD Bulletin, 2,5 and 3,1(Winter 1966-67). 16 pages. ED 011 911 MF $0.25 HC $0.90.

Controversy over New York City's Intermediate School 201 raised some educational issues relevant to all school children as well as to the socially disadvantaged. Convinced that the school would provide neither integration nor quality education, some ghetto parents sought "quality segregated education," basic to which was community control over educational policy. Joint responsibility with representatives of the board of education for all aspects of school policy would, they maintained, give ghetto parents power comparable to that of white middle-class parents. Such power, probably not exercised by any urban parents, would not jeopardize professional standards because the board would retain joint

authority, and the pressures of funding and accreditation agencies would persist. Opposed by nearly all citywide educational power groups, the dissidents became a neighborhood pressure group and pressed their demand--uncontroversial per se--for a black principal after a competent white principal had been appointed. Defeated in an initial boycott, the group seems to be generalizing its protest to other neighborhoods to compete with the citywide groups which defeated them. Fraught with dangers (chiefly those which weaken the pressure for integration), the strategy of quality segregated education through community control represents "one sound alternative" to some basic problems in urban education.

27. Goldman, Harvey. A Study of the Teacher-Administrator Relationship and the Influence of Need Patterns. Final Report. East Lansing: College of Education, Michigan State University, 1966. 301 pages. ED 012 955 MF $1.25 HC $15.15.

    Personality traits of teachers and principals are examined for their effects upon teacher-administrator relationships. The Edwards Personal Preference Schedule, the National Principalship Study, and the Administrative Preference Form were administered to teachers and principals from an urban school district in Michigan. Results indicate that the need patterns of teachers and principals are quite similar. Furthermore, the need patterns of male elementary teachers, secondary teachers, and principals are similar to those of their female counterparts. The same data indicated the invalidity of the theory of complementary needs.

28. Griffiths, Daniel E. The Job Performances of School Administrators: A Research Development Project. New York: Teachers College, Columbia University, 1962. 86 pages. ED 003 373 MF $0.50 HC $4.40.

    The results of a conference based upon the "Development of Criteria of Success in School Administration" project (Cooperative Research Project, No. 214) are reported. The administrative performance of elementary school principals was the main area of concern. The activities reported involved study of the report and observations in a simulated situation. The criticisms, recommendations, and priorities of research work are presented, including a discussion of simulation and models to be used in building theory. An annotated bibliography of models is contained in the report appendix.

29. Gross, Neal. Men and Women as Elementary School Principals. National Principalship Study Series, Monograph 2. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1964. 415 pages. ED 002 949 MF $1.75 HC $20.85.

The backgrounds, careers, and performances of men and women as elementary school principals were examined to relate sex difference to the functioning of their schools. This report represented the second of several monographs that presented the findings of the National Principalship Study, "A Comprehensive Investigation of the Role of School Principals in Public Education." Data required for this examination were obtained from a national cross sample of about 190 elementary school principals in over forty large school systems. It was emphasized that all findings of this project have reference to group or class, not individual, differences between men and women principals. These sex differences were evaluated, using the following factors for comparison: (1) career decisions and occupational histories, (2) specific reactions to and feelings about work, and (3) job performance and operational characteristics of the respective schools. Many aspects in each of these areas were found to have direct associations with sex differences. Additional research was recommended to expand this study to other school populations, as well as to such areas as business and the professions.

30. Gross, Neal, and others. The Role Behavior of School Principals. National Principalship Study Series, Monograph 3. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1965. 300 pages. ED 002 950 MF $1.25 HC $15.10.

The effects and determinants of three role behavior aspects of school principals were studied, as follows: (1) closeness of teacher supervision, (2) support of innovation, and (3) involvement of parents in school affairs. Specifically, the effects and determinants to be examined were the organizational effects of role behavior in terms of teacher morale, the professional performance of teachers, pupil learning, and the determinants of variations among principals in their conformity to self-defined role expectations. This report represents the third of several monographs that presented the findings of the National Principalship Study, "A Comprehensive Investigation of the Role of School Principals in Public Education." Data were obtained from a mulitregional sample of approximately five hundred elementary, junior high, and senior high school principals, including their teachers and administrative supervisors, whose schools were located in over forty large cities across the United States. The empirical findings from this survey of effects and determinants of role behavior patterns were presented for their impact at each school level (elementary, junior high, and senior high), i.e., positive relationships or no relationship. The positive relationship inferences referred to were based upon a zero-order Pearson Correlation Coefficient, positive or negative in direction, at or below the .05 level of significance.

31. Gross, Neal , and others. Role Conflicts of School Principals. National Principalship Study Series, Monograph 4. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1965. 181 pages. ED 002 951 MF $0.75 HC $9.15.

The purpose of this study was to isolate the role conflicts to which school principals are exposed, the methods used to resolve them, and the frequency with which they occur. The social matrix of role conflict is based on differing expectations of cognitive behavior interpretations. Thus, when parents, students, teachers, other administrators, and others with whom the school principal works and associates hold conflicting expectations for the principal's behavior, he would be confronted with a situation of role conflict. The data consisted primarily of over five hundred principals' individual reports of the conflicts they experienced and of their general school situations. This report represents the fourth of several monographs that presented the findings of the National Principalship Study, "A Comprehensive Investigation of the Role of School Principals in Public Education." Three specific sets of counterpositions were investigated: (1) teachers and parents, (2) teachers and administrators, and (3) teachers versus other teachers. Exposure to teacher-parent conflict was most frequently reported by the principals, and secondary school principals showed more exposure to conflicts for all sets of counterpositions than elementary principals. Men principals were found to be more frequently exposed to role conflict than women in this area. Conflict also tended to decrease the amount of job satisfaction and to increase occupational worries for both sexes. The findings of this study indicated the need for further systematic examinations of the determinants and effects of role conflicts for all organizations.

32. Gross, Neal, and Napior, David A. The Job and Career Satisfaction of Men School Principals. National Principalship Study Series, Monograph 5. Final Report. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1967. 341 pages. ED 016 300 MF $1.50 HC $17.15.

From a national cross section of 382 male principals in American cities with a 1960-61 population of fifty thousand or over, interview and related data were obtained to investigate possible determinants of IJS or Intrinsic Job Satisfaction (degree of gratification derived from performing managerial tasks) and CS or Career Satisfaction (degree of gratification derived from having chosen educational administration as a career). Empirical findings of the IJS study provided support for sixteen correlative hypotheses, based on four assumptions: (1) Two major prepotent psychological needs of managerial personnel are the needs for autonomy and for self-actualization; (2) IJS is primarily a function of the degree to which managers are able to gratify these needs through their role performance; (3) role performance characterized by independence of

action, creativity, task accomplishment, and consistency has special importance for satiating these psychological needs; and (4) from these assumptions IJS may be regarded as a function of conditions serving to increase or decrease the likelihood that principals will exhibit these kinds of role performance. Two CS hypotheses received empirical support, based on the assumption that variation in career satisfaction among principals is explained by their differential gratification with the extrinsic rewards of their position. Twelve CS hypotheses received empirical support, based on the assumption that career satisfaction is explained by the differential intrinsic rewards principals derive from their work.

33. Gross, Neal, and others. The Level of Occupational Aspiration of Men School Principals. National Principalship Study Series, Monograph 6. Final Report. Cambridge, Massachusetts: Graduate School of Education, Harvard University, 1967. 228 pages. ED 016 305 MF $1.00 HC $11.50.

A sixth and final phase of the National Principalship Study, based on data obtained from 382 male principals in forty-one large city school systems, was designed to evaluate the level of occupational aspiration (LOA) of male school principals, defined as their desire to attain higher level administrative positions in school systems. The study aimed primarily to isolate social and psychological conditions serving as determinants of LOA and to examine the effects of LOA on the role performance of educational administrators and the functioning of their schools. Twenty-two findings summarize the extent to which statistical analysis revealed five categories of variables as determinants of LOA: (1) social identities (age, race, religion, socioeconomic background, highest academic degree, school level), (2) career decisions and experiences, (3) job satisfaction, (4) self-conceptions and value orientations, and (5) role and organizational performance. LOA was not significantly related to role performance of principals or to organizational functioning of schools. Six findings summarize the extent to which principals desire assignment to various higher administrative posts.

34. Hain, John H., and Smith, George J. "Evaluation of Teachers--The Principal's Dilemma." Paper. 1966. 10 pages. ED 013 490 MF $0.25 HC $0.60.

In 1966, a study was made of the evaluation of teachers by their principals. There was an 80 percent response to the random sample of 336 New York State elementary school principals. School size made supervision and evaluation difficult, especially since many principals had no administrative help. Two-thirds of the school districts provided principals with "rating forms" as the basic tools of evaluation. Analysis of these forms revealed information about the initial manner of evalu-

ation and the probable use of these evaluations. Forms which the teachers saw and signed had clear descriptive statements about the teachers, and forms which contained no provisions for the teachers' signatures had lists of single words or phrases which tended to create a "halo effect." Principals felt their teachers were aware of school district procedures and standards of supervision and evaluation. Less than half of the principals notified teachers of impending supervisory visits. Most principals held a conference with the teacher after observation, and almost all carried out informal supervision. Recommendations include: (1) reduction of supervisor-teacher ratio, (2) conference after observation, (3) availability to the teacher of the principal's written report, (4) joint supervisor-teacher development of standards and procedures of supervision and evaluation, (5) principal's consultation with senior teachers regarding reappointment, and (6) periodic review and revision of the standards and procedures.

35. Hemphill, John, and others. Dimensions of Administrative Performance. New York: Teachers College, Columbia University, 1961. 615 pages. ED 002 817 MF $2.25 HC $30.85.

The major objectives were to develop criteria for the evaluation of school administration, to define the nature of the job, and to develop an instrument for the selection of administrators. The elementary school principal was chosen for the study because of the many problems related to the conduct of an educational program, including the selection, training, and supervision of personnel, the maintenance of physical facilities, the control of supplies, and relationships between the school and the community. A simulation of an elementary school, creating a standard administrative situation with special job sample tests, kinescopes, and tape recordings, was used. Tests of abilities, knowledge, interests, and personality were selected, and other instruments were constructed to obtain information regarding the experience, training, and performance of the subjects. Centers were set up in various parts of the country for testing 177 principals after a preliminary test of 55 principals. The resulting data were analyzed and compared with the ratings of the principals' performances made by their own superiors and with other measures of their success as administrators. The analysis indicated that simulation offers an excellent method of teaching skills to inservice school principals and superintendents, explaining the nature of the job, and selecting school administrators.

36. Jones, Mildred Louise. The Effects of Feedback and Commitment to Change on the Behavior of Elementary School Principals. Stanford, California: Stanford University, 1969. 114 pages. ED 032 273 MF $0.50 HC $5.80.

This study proposed that a principal's behavior is affected by the feed-

back he receives from teachers and by his own commitment to change his behavior. The behaviors of 206 elementary school principals (volunteers) were rated by teachers at the beginning and at the end of the study; the teachers also used the rating scale to describe an ideal principal. The principals were then placed in one of four feedback groups: the first to receive both "actual" feedback (ratings of their own behaviors) and "ideal" feedback (ratings of an ideal principal); the second to receive only "ideal" feedback; the third, only "actual"; and the fourth, no feedback. Moreover, the principals in each group either had not been asked to commit themselves to change or had been asked to choose one of two areas in which to commit themselves--task assistance behaviors or personal support behaviors. It was hypothesized that group 1 would change more positively (approach the ideal) than the other groups and that group 2 would similarly surpass groups 3 and 4. It was also hypothesized that commitment would cause more positive change than no commitment, particularly in the behavioral area selected by the principal. Although covariance analysis of scores did not support the hypotheses, chi-square analysis and change patterns suggest that feedback, especially "ideal" alone or "ideal" and "actual," promotes positive change and that "actual" feedback alone and solicited commitments to change may inhibit such change.

37. Kenney, James B., and Gentry, Harold W. "A Comparison of the Organizational Climates of Negro and White Elementary Schools with Concomitant Implications for School Administrators." Paper, n.d. 18 pages. ED 010 901 MF $0.25 HC $1.00.

    Faculty perception of school organizational climate in a predominantly segregated school system was determined from a sample of forty-five black and sixty-six white elementary schools in a southeastern urban school district. A modified form of Halpin and Croft's Organizational Climate Description Questionnaire was used to gather data on eight dimensions of teacher perception of faculty and principal behavior: disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, trust, and consideration. Scores in these areas were scaled on a continuum of organizational climate: open, autonomous, controlled, familiar, paternal, and closed. Findings indicated both black and white faculties tended to view their schools as paternalistic, but that black faculties viewed their schools as more closed than white faculties did. The study included a summary of role expectations of black and white principals, with evidence that principals of white schools have more successfully resolved role conflicts between their faculty and community responsibilities because these positions are less widely separated for them than for black principals.

38. Klausmeier, Herbert J., and others. Project Models: A Facilitative Environment for Increasing Efficiency of Pupil Learning and for Conducting Educational Research and Development. Madison: Research and Development Center for Cognitive Learning, University of Wisconsin, 1967. 39 pages. ED 016 004 MF $0.25 HC $2.05.

Project Models is a cooperative project of the University of Wisconsin's Research and Development Center on Cognitive Learning, local school systems, and the state education department. The project's aim is to increase the efficiency of student learning and to facilitate research and development activities by reorganizing the structure of the elementary school into research and instruction units, which concentrate on reading and language arts, arithmetic, and science. These units, composed of a unit teacher specialist, certified teachers, teacher aides, and students, replace the traditional self-contained classrooms, and redefine personnel roles and relationships. The paper specifically describes a prototypal building organization and instructional program and discusses the training of unit leaders and the roles of the building principal and team members. It also outlines the requirements and conditions for such a "facilitative environment."

39. Klingenberg, Allen Jay. A Study of Selected Administrative Behaviors among Administrators from Innovative and Non-Innovative Public School Districts. Final Report. Lansing: Michigan State Department of Public Instruction, 1967. 173 pages. ED 014 128 MF $0.75 HC $8.75.

Data from twenty representative Michigan school districts (five innovative and five noninnovative with a high-cost factor, and five innovative and five noninnovative with a low-cost factor) were studied to determine the relationship between school system innovativeness and administrative behavior. Questionnaire responses were received from 109 of 116 superintendents and principals who had served for the previous three years, and structured interviews were held with all 20 superintendents. Chi-square analysis and the Fisher Exact Probability Test were used to test hypotheses relating school system innovativeness to seven selected administrative behavioral dimensions: experience, preparation, organizational involvement, professional reading, information sources used, involvement of teaching staff in curricular change, and recognition of teaching staff's worth and dignity. Analysis indicated that administrators in innovative systems differ primarily from those in noninnovative systems in five ways: (1) They rely upon a greater number of information sources for new curriculum practices, (2) they have more years of school administration experience, (3) they have more years of total professional educational experience, (4) they allow greater involvement of their teaching staffs in curriculum change, and (5) they show greater recognition of their teaching staff's worth and dignity. Importance of

the cost factor as a determining variable was minimal.

40. Kramer, Louis I. Principals and Grievance Procedures. Professional Negotiations Pamphlet Number Two. Washington, D.C.: National Association of Secondary School Principals, 1969. 37 pages. ED 032 643 MF $0.25 HC not available from EDRS. (Available from The National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, single copy $1.00, quantity discounts.)

    This pamphlet explains the sources and nature of grievances, what grievance procedures are intended to do, and methods available for the resolution of grievances. Specific guidelines are offered to aid principals in writing grievance clauses and establishing administrative procedures to deal with formal grievances. The appendix includes sample grievance procedure clauses.

41. Levine, Naomi. "The Lessons of P.S. 192." Congress Bi-Weekly, 33(19 December 1966). 3 pages. ED 016 743 MF $0.25 HC $0.25.

    P.S. 192 in New York City's Harlem has demonstrated that Negro and Puerto Rican students can achieve in a racially isolated ghetto elementary school under the leadership of a dedicated principal. Since 1962, with a change of administrator, all first- and second-grade pupils have received forty-five minutes of reading instruction three or four times a week, and those children in grades three to six who still require such instruction continued to receive it. These lessons are conducted in seven special reading centers set up through the school for this purpose. Posted in the principal's office are individual reading charts which follow the reading program of each child. Teachers are considered accountable for their pupils' progress, and teacher morale is high because of this atmosphere of concern in the school. About 90 percent of the teaching staff are "regulars" and teacher absenteeism is infrequent. Citywide tests administered in the school in May 1966 revealed that 60 percent of the pupils in each grade were reading at grade level, and that the school average for fourth graders taking the Iowa Test of Educational Development in mathematics was at the 99 percentile. The fact that the Board of Education has not publicized this success raises some questions.

42. London, Nathaniel J., and Perlswig, Ellis. Urban School Principalship in Crisis: A Case Study. New Haven, Connecticut: Connecticut District Branch, American Psychiatric Association; and New Haven Principals Club, 1967. 34 pages. ED 022 809 MF $0.25 HC $1.80.

    A series of educational seminars was held in New Haven, Connecticut, by a group of two psychiatrists and eight principals. These meetings

were organized following a community crisis over racial balancing of the public schools. It was felt that an inter-professional collaboration would be a fruitful means of finding educational solutions to psychological problems in the school setting. Described are the crisis in New Haven, and the organization, process, and nature of the coprofessional meetings. Specific problems faced by urban principals are presented in a case study of the principalship: administrative problems, decentralization and isolation, power and autonomy, professionalism, and professional role. Also discussed are the concept of limited goals for professional educators, their action orientation, and their knowledge of child development.

43. Long, Richard P., and Rhodes, Eric F. The Principal's Role in Collective Negotiations. Arlington, Virginia: Educational Service Bureau, Inc., 1967. ED 017 069 Document not available from EDRS. (Available from Educational Service Bureau, Inc., 1041 N. Fillmore Street, Arlington, Virginia 22201, $7.95.)

    Problems of the school principal's role as the middleman in collective negotiations between school boards and teacher organizations are identified within the new relationship of teachers and administrators in public school systems. The principal is viewed as the administrative authority and responsible decision maker on questions of administration in each school. Topics considered include a brief historical review of collective negotiations in education since 1959, principals as management personnel, agreement implementation, grievance procedures, protection of the principal's status, problems of operation under bargaining agreements, tactics of teacher unions and associations, sanctions, insubordination, and the effect of exclusive representation and collective negotiations in school systems on parents and parent organizations. A sample agreement showing items directly affecting school principals is appended.

44. Lutz, Frank W., and Evans, Seymour. The Union Contract and Principal Leadership in New York City Schools. New York: Center for Urban Education, 1968. 180 pages. ED 029 400 MF $0.75 HC $9.10.

    To understand the effect of the union contract upon the leadership behavior of the urban principal, teacher-principal relationships in New York City were examined via observational and survey techniques. Gouldner's model of types of rule administration served as the impetus for the following central hypotheses: (1) Mock rule administration would develop positive sentiment and no tension, (2) representative rule administration would develop little tension but considerable positive sentiment, and (3) punishment-centered rule administration would result in high tension and hostility. Observational data, gathered from two

groups of New York City schools exhibiting two distinct leadership styles, was supportive of these hypotheses. Results of a questionnaire distributed to a random sample of teachers and principals in the urban district indicate that principals perceive the union contract as restricting their exercise of leadership to a much greater degree than do the teachers. This research, and recommendations stemming from it, should allow a principal to determine the type of rule administration that will result in the most efficient and desirable relationship between himself and the teacher.

45. Marquit, Lawrence J. "Perceptions of the Supervisory Behavior of Secondary School Principals." Paper presented at the annual meeting of the American Educational Research Association, Chicago, February 7-10, 1968. 38 pages. ED 020 579 MF $0.25 HC $2.00.

    To determine how secondary school teachers and principals perceived supervisory stimuli, a thirty-six-item questionnaire was administered in fifteen three- and four-year secondary schools in New York State. Representing a stratified random sample according to student population, geographic location, and status as a city or village school district, respondents included five principals and 165 teachers of village schools, and ten principals and 531 teachers of city schools. The supervisory program was defined as the collective behavior which the principal exhibits to achieve instructional improvement. Perceptions of principals and teachers were measured on an ascending five-point scale for nine categories of supervisory tasks: curriculum development, instructional organization, staffing, provision of instructional aids, orientation of new instructional staff, inservice education and professional growth, coordination of special services, development of school-community relations, and evaluation. Analysis of the data showed that: (1) Principals scored themselves on effectiveness in supervision significantly and consistently higher than did teachers; (2) older teachers tended to regard principals as more effective supervisors than younger teachers rated them; (3) teachers in larger schools and with more training considered principals as more effective supervisors; and (4) principals were rated higher by male than by female teachers as providing supervisory stimuli.

46. Mayeske, George W., and others. Item Response Analyses of the Educational Opportunities Survey Principal Questionnaire. Washington, D.C.: National Center for Educational Statistics, Department of Health, Education, and Welfare, 1968. 281 pages. ED 017 601 MF $1.25 HC $14.15.

This report presents the tabulations and analyses of responses to each item of the Principal Questionnaire that was administered as part of the Educational Opportunities Survey. The item analyses of these data were conducted to (1) present the number and percentage of elementary and secondary school principals responding to each item alternative, (2) determine the number who failed to respond, (3) develop codes for future analyses, and (4) guide an estimate of missing data. The sample consisted of 2,348 elementary and 1,032 secondary school principals. The findings selected for discussion in the report are as follows: (1) only 3-4 percent of the principals, both elementary and secondary, judged the reputation of their school to be below average or inferior; (2) schools judged as having a good reputation were larger than those felt to have an average reputation, and also were more urban in location; (3) principals in schools judged as having a good reputation received higher salaries; (4) the better the reputation of the school, the higher the socioeconomic status of the families of the pupils was felt to be; (5) principals who had attended a private university or college received a slightly higher annual salary than those who had attended a public one; and (6) those principals who had attended private universities or colleges tended to lead schools that were more urban than rural and schools that were larger. The report presents the tabulation of each of the approximately one hundred questions on the survey.

47. Miller, Texton R. Teacher Perception of Principals' Views on Vocational Education. Raleigh: North Carolina State University, 1966. 29 pages. ED 011 295 MF $0.25 HC $1.55.

The primary purposes of the study were: (1) to describe and compare teachers' views and perceptions of their principals' views toward vocational agriculture programs, supervised practice programs, and vocational education generally; and (2) to determine if there is a relationship between teachers' attitudes and their adoption of a new concept of supervised practice. Data were obtained through personal interviews of forty-seven North Carolina teachers of vocational agriculture. Conclusions were: (1) Attitudes of teachers were more positive toward vocational education than the views they perceived for their principals; (2) viewpoints of principals were seen by teachers as very favorable toward vocational agriculture, supervised practice, and vocational education generally; and (3) there was no evidence that the differences in teacher-principal viewpoints as perceived by the teachers were associated with the levels of teachers' adoption of the new concept of supervised practice.

48. Miner, John B. The School Administrator and Organizational Character. Eugene: Center for the Advanced Study of Educational Administration, University of Oregon, 1967. 100 pages. ED 014 797 MF $0.50 HC $5.10.

(Also available from Publications Department, Center for the Advanced Study of Educational Administration, Hendricks Hall, University of Oregon, Eugene, Oregon 97403, $2.00.)

To determine major factors affecting selection and performance of supervisors in school organizations, data were analyzed from a school administrator evaluation form for 219 administrative personnel (79.3 percent of 276 total), representing large city, medium city, small city, and consolidated school districts in the Pacific Northwest. Applying techniques used in the analysis of business organizations, the study revealed that criteria for selection of school supervisors are determined by job performance criteria for the position and especially by the kind of district concerned. This leads to the formulation of "organizational climate" as a determining variable in the selection of supervisory personnel for a particular district. Descriptions are given for indices of supervisor effectiveness, as indicated by organizational reward (grade level assignment and salary) and overall potential for achievement (biographical factors, verbal ability, inner-life orientation, conformity, creativity, innovation, and managerial, work, and social motivations).

49. Morphet, Edgar L., and Schultz, William C. Procedures for Identifying Persons with Potential for Public School Administrative Positions. Berkeley: University of California, 1966. 346 pages. ED 010 088 MF $1.50 HC $17.40.

Information was developed on the individual traits of public school administrators (specifically superintendents and principals), the dimensions of social settings surrounding their activities, and criteria of administrative effectiveness for the purpose of combining measures of these variables in such a way as to predict administrative success. This study followed an earlier project (Cooperative Research Project, No. 677) identified as the pilot study. Both studies were conducted to develop better procedures than those available for identifying persons who have the potential characteristics and abilities needed to serve effectively in administrative positions of public schools. Data for both studies were obtained from over seven thousand persons (almost 5,850 in the later project) in school districts throughout the state of California by means of questionnaires and interviews and from previous work in the subject field. The large sample of persons included school board members, superintendents, principals, other school staff members, teachers, and parents. The hypothesis of the study was that the predictability of administrative effectiveness from individual measures is enhanced significantly by considerations of the type of district in which an administrator works. Acknowledging certain shortcomings discussed in the study, this hypothesis was strongly confirmed. Successful administrators showed different characteristics in different types of districts,

often consistent with stereotypes. For example, some administrators reflected the provincialism and conservatism of a small school district; others, the more sophisticated attitudes in a suburban district. Virtually all of the measures derived theoretically proved to be empirically powerful predictors of administrative success.

50. National Education Association. Salary Schedules for Principals, 1967-68. Public-School Salaries Series. Washington, D.C.: 1968. 128 pages. ED 023 194 MF $0.75 HC not available from EDRS. (Available from Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, NEA Stock Number 435-13350, $2.50.)

    This report gives detailed information on minimum and maximum salaries scheduled for supervising principals at the elementary, junior high, and senior high school levels in 652 reporting school systems with enrollments of six thousand or more. Summary tables showing average and median minimum and maximum scheduled salaries, salary ranges and distributions, and relationship to schedules for teachers' salaries are included, in addition to a system-by-system listing.

51. Nicholas, Lynn N., and others. Effect of Socioeconomic Setting and Organizational Climate on Problems Brought to Elementary School Offices. Detroit, Michigan: College of Education, Wayne State University, 1965. 181 pages. ED 003 338 MF $0.75 HC $9.15.

    The effects and relationships of the school learning environment were studied. Case studies were made of four elementary schools in contrasting socioeconomic settings. Direct observation and organizational questionnaires were employed. Data-gathering devices of miniature video cameras were installed in the schools. A total of 12,062 problems were extracted and coded. The effects of organizational climate and socioeconomic setting were found to be closely related to differences in number, types, and initiators of problems brought to the school offices.

52. Noak, John R. Leadership Roles in the Elementary School. Springfield: Illinois State Office of the Superintendent of Public Instruction, 1969. 44 pages. ED 035 611 MF $0.25 HC $2.30.

    The purpose of this study was to determine whether or not significant differences exist between teachers and principals in their perceptions of who should take the leadership role in handling specific tasks in an elementary school setting. A total of fifty-five such tasks, representing six major categories of activity, were included in a survey distributed to a sampling of elementary school principals and teachers throughout

the state of Illinois. The data provided by this study (presented in various tables and analyzed by task-categories) is intended to be of value in altering current educational systems and structures to provide for more realistic leadership patterns. Chi-square analyses indicated wide disagreement ($P < .01$) relative to twenty-five tasks, and moderate disagreement ($P < .05$) relative to an additional twelve tasks. Areas in which disagreement was most apt to be found between teacher and principal perceptions were those in which the principal works indirectly with building personnel in administration and supervision. Appendices include the complete Job Responsibility Survey and the six-part Item Classification System.

53. Novotney, Jerrold M., ed. The Principal and the Challenge of Change. An I/D/E/A/ Monograph. Dayton, Ohio: Institute for Development of Educational Activities, 1968. 72 pages. ED 031 787 MF $0.50 HC $3.70. (Also available from Informational Services Division, I/D/E/A/, Box 446, Melbourne, Florida 32901, $1.25.)

    The papers in this monograph review the literature and summarize recent research findings on factors affecting educational change in the public schools. The authors also report the reactions of several principals who have attempted to implement significant educational innovation in their schools. In the opening chapter, Kenneth A. Tye uses a systems model to discuss equilibrium, resistance, and strategies that facilitate change. Next, Mary M. Bentzen discusses the demands that accompany the principal's role, the conflicts he faces, and how these demands and conflicts might be channeled and resolved. Robert L. Sinclair examines the expression, requirements, and determinants of leadership behavior. Jerrold M. Novotney's chapter describes methods for achieving optimum staff involvement and cooperation in change efforts. In the final chapter, Donald A.Myers discusses the roles of the principal and of his teachers in the decision-making process. Lillian K. Spitzer prepared the annotated bibliography on change which contains sixty-five recent citations.

54. Ollenburger, Alvin, and Wenrich, Ralph C. High School Principals' Perception of Assistance Needed in Order to Develop More Adequate Programs for Employment-Bound Youth. Ann Arbor: School of Education, Michigan University, 1963. 52 pages. ED 011 282 MF $0.25 HC $2.70.

    Questionnaires were sent to principals of large high schools in Michigan to determine the kinds of federal and state assistance they would consider most helpful in developing and operating special programs and services for employment-bound youth. Responses were received from 123 principals, or 98.4 percent. Questions covered six areas of activity: (1) examining the goals of the school and evaluating the offerings available to employment-bound youth, (2) assessing the needs of in-

school and out-of-school youth and the needs of employers, (3) developing new programs to meet the needs of youth and employers, (4) operating specialized programs designed to prepare in-school youth for employment, (5) operating specialized programs designed to prepare out-of-school youth for employment, and (6) providing more adequate vocational guidance services for in-school and out-of-school youth. The areas of activity were placed in rank order by the principals, and area 2 and area 4 were ranked first and second, respectively. A majority of the principals felt that they did not have time to give leadership to the programs for employment-bound youth and nearly three-fourths felt their programs could be improved if funds were made available to provide an extra assistant for this leadership. Tables of principals' responses, the questionnaire, and recommendations are included.

55. Onofrio, John E. The Public School Principal in Terms of Today's Leadership Role Expectations. 1968. 32 pages. ED 025 024 MF $0.25 HC $1.70.

The role of the public school principal as it has evolved within the formal school organization is examined and compared with the needs and expectations held of him by himself and others. In addition, a theory of leadership is expounded, and some concepts of leaders, leadership styles, and particular role expectations are discussed. A bibliography lists thirty-one books and articles.

56. Otto, Henry J., and Veldman, Donald J. Administrative Controls in Public Schools and Effective Working Relationships. Austin: Texas University, 1966. 58 pages. ED 011 085 MF $0.50 HC $3.00.

The control structure in public school systems was related to the dimensions of organizational climate by investigating the relationships of elementary principals' and teachers' scores on two measurement instruments. The Halpin and Croft's Organizational Climate Description Questionnaire and the McLeod Control Structure Description Questionnaire were administered to thirty-eight principals and 684 teachers. The latter test contained eighty problem situations distributed equally in the four functional areas of educational programs, personnel development, school management, and community relations. It was found that there were significant relationships between and among the principals' allocations of scores on both tests and the teachers' allocations of scores on both tests. The general conclusion, however, was that principals and teachers do not use a common frame of reference for viewing their relationships to each other, and they view decision making and school climate from dissimilar vantage points.

57. Perkins, James A., and others. Chief School Officers, Recommendations and Report of a Survey. Albany: New York State Regents Advisory

Committee on Educational Leadership, 1966. 178 pages. ED 011 401 MF $0.75 HC $9.00.

A subcommittee of the New York Regents Advisory Committee on Educational Leadership investigated the leadership position of chief school officers (CSOs). The data-collection process was conducted in two phases. A questionnaire survey was made of 818 CSOs (superintendents, supervising principals, district principals, and school principals). Data from 565 returned questionnaires were reported by the total sample, by years of experience as a CSO, and by size of school system, in relation to CSO background and personal characteristics, CSO training, CSO career patterns, and the nature and function of officership. The findings indicated that: (1) CSOs are almost exclusively male, 51 years of age, and of middle to low socioeconomic family backgrounds; (2) a majority attended nonpublic institutions inside the state for both undergraduate and graduate training; (3) higher salaries and a desire to organize motivated them to enter school administration; (4) over half had worked outside the educational field; (5) the average CSO had accumulated 14.4 years of experience in school administration; and (6) the majority of his time was spent attending meetings, planning budgets, recruiting personnel, and planning expansion. In addition to the questionnaire survey, a sample study of 37 CSOs was made. Each officer was interviewed about his job, given a Cattell 16 Personality Factors test, and asked to keep a five-day activity log. These interviews revealed information about CSO occupational choice, role, satisfactions and dissatisfactions, obstacles, quality, recruiting, and training. The Cattell instrument showed five of the sixteen personality scores to be outside the average adult range: CSOs were more outgoing, intelligent, emotionally stable, and averaged higher scores on the conscientious and group-dependent dimensions. Activity log data revealed information about the average time spent on the job, type of person with whom the CSO worked, communication used, and problems encountered. Recommendations based on the survey were provided.

58. Peterson, R. Duane. Effects of Democratic Leadership Instruction on Elementary School Faculty Meetings. Final Report. Detroit, Michigan: Wayne State University, 1968. 26 pages. ED 025 040 MF $0.25 HC $1.40.

A study tested the effectiveness of six two-hour seminars in changing the behavior of elementary school principals in faculty meetings. Eighteen elementary princpals from six metropolitan Detroit school districts participated in the study. The subject matter of the seminars included the selection of topics for a staff meeting, demonstration of leadership techniques, an experiment in one-way communication, and sensitivity to the needs of others. The principals and their staffs were observed by trained observers in the fall and again in the spring, following

attendance by the principals at the six seminars. The observers used an adaptation of the Crispin System of Interaction Analysis to categorize the indirect-direct behavior of the principals. Paper and pencil tests were used to examine morale, perceptions of the role of the principal, and satisfaction with the group process and decisions in faculty meetings. Findings indicated that, after the seminars, principals changed their behavior to a more indirect or democratic behavior. There was also significant change in satisfaction with group processes and decisions.

59. Pharis, William L. In-Service Education of Elementary School Princpals. Washington, D.C.: National Education Association, 1966. ED 011 696 Document not available from EDRS. (Available from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C.: NEA Stock Number 181-05512, $1.00.)

    The need for continuing education of the elementary school principal is emphasized, especially as it relates to social problems (population explosion, urbanization, resource distribution, imbalance, and population mobility) whose eventual solutions depend upon education. Particular areas of educational change requiring inservice education of elementary school principals include curriculum content and organization, use of new methods and materials, internal school reorganization, change of objectives, increased professionalization of the teaching staff, proliferation of special services and personnel, and expanded understanding of the socialization process. Inservice programs should be designed for the particular needs and interests of the participants. Inservice mediums for individuals include: (1) self-evaluation with analysis of both time and work allotments, (2) wide reading in the humanities as well as in the field of education, and (3) writing, to crystallize concepts and clarify aspects of the individual's experience. Inservice mediums for groups include: (1) simulation, (2) case studies, (3) human relations exercises conducted under laboratory conditions, (4) research seminars, (5) unstructured seminars, and (6) retreats.

60. Reisert, John E., ed. "The Principalship in Perspective." Bulletin of the School of Education, 44, 2 (March 1968). Bloomington: Indiana University. 51 pages. ED 029 352 MF $0.25 HC $2.65.

    Major themes related to the elementary school principal's role, responsibility, and performance are treated in abstracts of six addresses given at meetings of the Indiana Association of Elementary School Principals during 1967: (1) "The Principalship: A People Business," by Harold J. McNally, professor of education, University of Wisconsin-Milwaukee; (2) "The Common School Effect," by Harold J. Spears, past president of the American Association of School Administrators; (3) "The Principal and the State Department," by Richard D. Wells, superintendent of

public instruction for the state of Indiana; (4) "A Look to a Changing Future," by James E. Weigand, assistant professor of elementary education and coordinator of science education at Indiana University; (5) "Threats to the Principalship," by John E. Reisert, assistant professor of elementary education at Indiana University; and (6) "Bifocals," by Phil Eskew, commissioner of the Indiana High School Athletic Association.

61. Robbins, Glaydon D. Present Practices in Master's Degree and Specialist in Education Degree Programs for the Preparation of Elementary School Principals. Moorhead, Minnesota: Moorhead State College, 1966. 26 pages. ED 010 706 MF $0.25 HC $1.40.

Practices of 132 institutions in forty-three states and the District of Columbia accredited to offer programs for the preparation of elementary school principals at the graduate level were compared. Eighty-one institutions offer both the one-year master's degree and the two-year specialist in education degree programs, 37 offer the master's program only, 9 offer the specialist program only, 3 offer no program, and 2 gave incomplete information. Eighteen tables summarize findings regarding the requirements of the 207 programs. Most programs include no thesis or foreign language requirements, and no internship or field experience. The study recommends that: (1) A common program be developed in accord with recommendations of the Department of Elementary School Principals of the National Education Association; (2) the one-year master's degree program be replaced by a two-year postbaccalaureate specialist in education program; (3) emphasis be given to curriculum content concerned with organization administration, research, and related areas of leadership; and (4) the concept of the elementary school principalship be upgraded to a position requiring personal, academic, and professional qualifications which are extraordinary.

62. Rose, Gale W. "Values and Value Relationships of Elementary School Principals." Paper prepared for delivery to the American Educational Research Association, Chicago, February 8-10, 1968. 15 pages. ED 018 854 MF $0.25 HC $0.85.

This document reports a study of school administrators' values, their congruence with teachers' values, and their relationships to certain demographic facts and organizational characteristics. Data were obtained from principals and teachers in thirty-one elementary schools distributed over urban, suburban, and rural areas of a midwest state. Values were measured by Prince's Differential Values Inventory, and organizational behavior was measured on the School Characteristics Inventory. Examination of the data resulted in the following conclusions: (1) There are substantial variations in organizational behavior and per-

sonal values among schools and school personnel of the same general type, and these variations occur in some patterns of relationship to past and present environmental conditions; (2) principals' childhood environments appear to be related to present adult expressions of values, and both principals and teachers typically appear to locate in school-community settings which relate to these basic value systems; and (3) congruence in values between principals and teachers in the same school was not found to relate to styles of organizational behavior nor to the personal and environmental variables included in this study.

63. Schroeder, William A., and Reisert, John E. Teacher Unrest and the Principal. Pointers for Principals Series, Bulletin No. 2. Bloomington: Indiana Association of Elementary School Principals, 1968. 13 pages. ED 029 398 MF $0.25 HC $0.75.

    To investigate the impact of teacher militancy on principals, a questionnaire was administered to 121 principals from four selected Indiana cities that had experienced either teacher strikes or sanctions within the past five years. Although a majority of the principals responding were undecided as to the relative effectiveness of sanctions or strikes, most agreed that teacher organizations should not invoke sanctions or strikes, and that such tactics should be opposed by principals. Other findings indicate that the principal needs to give thoughtful consideration to (1) the structure and dynamics of the various teacher organizations, (2) his own role in the negotiation process, and (3) affiliation with teacher or principal organizations. In general, principals should strive to be included in all areas of the negotiation process and to understand the various forms and tactics of militant teacher activities.

64. Shaffer, Earl W., and Wenrich, Ralph C. High School Principals' Perceptions of the Roles and Responsibilities of Persons Who Would Be Charged with the Responsibility for Leadership in the Development of Occupationally Oriented Programs in High Schools. Ann Arbor: School of Education, Michigan University, 1965. 30 pages. ED 011 545 MF $0.25 HC $1.60.

    Principals in 106 large high schools in Michigan were interviewed to determine how they would use an assistant who would be responsible for developing occupationally oriented programs for employment-bound youth. Duties, responsibilities, and relationships which the assistant might be expected to assume or develop were also studied. The areas ranked in order of the principals' responses were (1) pupil personnel, (2) school-community relations, (3) instructional program, (4) business functions, and (5) teaching personnel. Of twenty-seven activities listed and ranked by percentage of responses as major responsibilities of the assistant, the top three were (1) locating and or-

ganizing instructional materials, (2) determining local occupational education needs, and (3) operating a student job-placement program. It was concluded that most principals of large high schools in Michigan were interested in expanding vocational or occupational programs, and that they saw the need for an assistant to give help and leadership. The assistant should be trained in both school administration and occupational education, and should work with the principal, other school personnel, and local civic, business, industrial, and professional groups to improve the high school's ability to prepare young people for employment.

65. Shedd, Mark R. "Remarks." Paper delivered at the annual Spring Conference of the Philadelphia Principals Association, June 14, 1967. 11 pages. ED 019 324 MF $0.25 HC $0.65.

Within the context of a recommendation for decentralization, this speech describes P.S. 192M in Harlem, which is administered by an independent principal who is the key figure in determining the quality of education his students receive. However, a principal usually does not have this freedom and is sometimes limited by the "bureaucratic constraints" of the central office which may cripple his effectiveness, his relationship with the community, and his imaginativeness. There is a need for a framework in which decentralization could take place and for established systemwide guidelines, objectives, and standards which would encourage and permit flexibility and autonomy. Various types of decentralization and combinations of methods are feasible. The accountability facet, which is necessary in decentralization plans, should be structured as a performance appraisal rather than as a rating and ought to be viewed as an aid to professional growth. There should be school-community involvement, which should include intercommunication and use of community resources and should give the community a role in setting school goals and standards. A proposal is made for a committee of principals to help develop decentralization plans for the Philadelphia schools.

66. Splawn, Robert E. Boards of Education Members' Perceptions of the Role of the Board and the Role of the Superintendent and the High School Principal. Studies in Education, Annual Publication of School of Teacher Education, Volume VIII. Canyon: West Texas State University, 1969. 50 pages. ED 035 079 MF $0.25 HC $2.60.

This study sought to determine how members of boards of education perceive the role of the superintendent, the role of the high school principal, and their own roles. Fifty of the sixty-one independent school districts in the upper twenty-six counties of the Texas Panhandle were randomly selected, and one person was selected at random from each board of education to represent his board in the study. Thirty-four of

the board members participated in the study. Respondents were asked, in taped interviews, a series of questions concerning their perceptions of (1) the responsibilities of the superintendent and the high school principal, and (2) the duties of the local board, In addition, data were collected to provide a description of the school board members in the study. A final chapter presents a summary of findings, implications, and recommendations for further studies.

67. Stanavage, John A. "Man about School or How Can the Principal Be or Become an Instructional Leader?" Paper presented at a meeting of the National Association of Secondary School Principals, Atlantic City, New Jersey, February 1968. 16 pages. ED 030 970 MF $0.25 HC $0.90.

    To perform effectively the role of instructional leader, the contemporary secondary school principal must reorganize his "principalship" by delegating to staff assistants responsibility for such managerial activities as student control, student activities, public relations, and plant operation. Following such a reorganization, the principal will find time for those activities more fundamental to the role of instructional leader, including classroom observation, staff committee sessions, individual conferences with teachers and students concerning the instructional program, attendance at educational curriculum meetings, and reading and writing. A staff organization which allows the principal to function as the instructional leader should be a primary goal for any principal who wishes to affect instruction and curriculum development in his school.

68. Stoker, W. M., and others. The Elementary School Principalship in Texas. Canyon: West Texas State University, 1966. 123 pages. ED 010 248 MF $0.50 HC $6.25.

    A comprehensive assessment of the status and position of the elementary school principalship was presented. Questionnaires were sent to 3,506 principals. Based upon 1,146 responses, the data were analyzed and presented in these categories: (1) organization of the elementary school, (2) personal and professional characteristics of the principal, (3) salary and tenure, and (4) policies employed in the school. Some of the findings and implications indicated that the school principalship was the most important administrative position in the structure of the public schools. The report listed thirty-five of the more important findings and discussed implications of (1) organization, (2) size of the school, (3) family income, (4) sex, (5) education, and (6) other related areas.

69. Sweitzer, Robert E., and others. Role Expectations and Perceptions of School Principals. Stillwater: Research Foundation, Oklahoma State University,1963. 447 pages. ED 001 210 MF $1.75 HC $22.45.

Efforts were made to discover the relationships among superintendents, principals, and teachers. Major areas of investigation concerned the role of the principal and his fulfillment of that role. The study was to provide a basis for further research in these areas. The role of the principal concerns the tasks of selection of curriculum, administration of instruction, development of personnel, maintenance of good school-community relations, and maintenance of funds and materials. Traditional values (Puritan moral values, individualism, work success, and future-time orientation) were preferred. Frequently, confusion resulted from misunderstanding of the superintendent-principal relationship and the principal-teacher relationship. Teacher training should emphasize behavioral aspects of administrative leadership. Preservice training and personal interaction are very important to administration education. Further research is needed in such areas of administrative behavior as social values in administrative behavior, teacher morale, and administrative leadership. Replications of this study are needed.

70. Tompkins, Ellsworth, and Trump, J. Lloyd. The Secondary School Principalship and the Challenge of Change. [1968]. 18 pages. ED 030 185 MF $0.25 HC $1.00.

In his role as the manager of educational change, the secondary school principal is responsible for determining programs and procedures, enlisting teacher aid in those determinations, resolving staff resistance to change, identifying staff members as effective change agents, and working with them to implement change. To produce significant gains in pupil learning, four basic changes in school operating procedures are essential: (1) The principal should give about three-fourths of his working time to instructional improvement; (2) teachers should have more free time to improve their teaching skills; (3) pupils should have more time for independent study; and (4) there must be better utilization of educational funds, facilities, supplies, and equipment. Suggestions to help the principal discharge his primary responsibility of instructional improvement include freeing him from other responsibilities by enlarging his administrative staff, increasing staff productivity through a horizontal and relatively informal type of organization, delegating decision making and administrative responsibilities as much as possible, improving his own communication skills, and maintaining a clear understanding of roles and relationships among school system administrators.

71. Vontress, Clemmont E. "Our Demoralizing Slum Schools." Phi Delta Kappan, 45, 2 (November 1963). 6 pages. ED 020 232 MF $0.25 HC $0.40.

This article describes some of the educational inequalities in ghetto schools and the subsequent demoralization of many persons who are associated with them. Black parents resent the criticism that they are

indifferent to education and the schools. Such criticism may be unjust because this appearance of indifference often stems from their alienation and poverty-ridden powerlessness within a middle-class educational system. Black teachers have a low morale because they are usually "shuttled" to predominantly black schools, or because teaching is the only white-collar job available to them. Black principals are also demoralized because they must satisfy the sometimes conflicting demands of a white superintendent and black teachers. Finally, the slum school students themselves are victimized by the middle-class expectations which they cannot meet. Increased community contact and support, incentive pay for slum school teachers, more guidance counselors, and a reexamination of the curriculum are among the changes recommended for educational improvement.

72. Watkins, J. Foster. The Relationship Between the Principal and His Professional Staff in the Public School. Auburn, Alabama: Auburn University. 1966. 190 pages. ED 010 419 MF $0.75 HC $9.60.

The public school principal's leadership position was the main focus of this study of the relationship between the psychological distance concept of Fiedler and the organizational climate of Halpin and Croft. The Organizational Climate Description Questionnaire (OCDQ) and the Assumed Similarity of Opposites Scales (ASO) were administered to a sample of forty-eight principals and 1,188 professional staff members from thirty-one white and seventeen black schools. The principals responded to both instruments, while the staff members were requested to respond only to the OCDQ. Analyses of the data indicated that: (1) A negative relationship exists between the ASO concept (psychological distance) of the school principals and the openness of the organizational climate of the schools, the morale of the professional staffs, and the authenticity of the school principals' behaviors, all measured by the OCDQ; (2) the ASO and OCDQ are not measures of similar characteristics of aloofness in principal behavior; (3) black staffs perceive their schools to be more closed in their organizational climate; and (4) principals perceive the climates to be more open than do their staff members.

73. Wiggins, Thomas W. "Leader Behavior Characteristics and Organizational Climate." Paper based on unpublished, copyrighted Ph.D. dissertation and presented at the annual meeting of the American Educational Research Association, Los Angeles, February 5-8, 1969. 7 pages. ED 028 541 MF $0.25 HC $0.45.

To investigate the leader behavior characteristics of elementary school principals and to examine these characteristics as they relate to organizational climate, thirty-five randomly selected southern California schools with approximately 715 teachers and principals were studied.

The data on organizational climate were collected by means of the Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft, and on the leader behavior characteristics by means of the Fundamental Interpersonal Relationship Orientation-Behavior (FIRO-B) by Schutz, the Orientation Inventory (ORI) by Buss, and the Survey on Interpersonal Values (SIV) by Gordon. When little support was found for the original hypothesis that there exists a significant relationship between leader behavior characteristics of elementary principals and the organizational climates of their schools, the data were reanalyzed in search of plausible explanations. That the original analyses measured teacher perception of organizational climate as compared to principal perception of leader behavior characteristics constituted one plausible explanation. The findings clearly indicated the presence of a compelling organizational climate stability even when principals were replaced.

74. Willower, Donald J., and others. The School and Pupil Control Ideology. The Pennsylvania State University Studies, Number 24. University Park: Pennsylvania State University, 1967. ED 016 279 Document not available from EDRS. (Available from the Administrative Committee on Research, The Pennsylvania State University, 207 Old Main, University Park, Pennnsylvania 16802, $1.00.)

Questionnaire responses from educators in thirteen urban, suburban, and rural school systems (twelve in Pennsylvania and one in New York State) were analyzed to determine the influence of role and personality factors in the pupil control ideology of public school principals and teachers. Pupil control ideology was conceptualized as a continuum, ranging from custodialism or rigid traditionalism at one end to humanism or learning through interaction and experience at the other. Operationalized variables included respondent's organizational position, pupil control ideology, and dogmatism. The pupil control ideology form was completed by 486 elementary and 477 secondary school teachers, 84 elementary and 97 secondary principals, and 180 counselors (1,324 total). The dogmatism scale was completed by 376 elementary and 429 secondary school teachers and 79 elementary and 89 secondary school principals (973 total). Correlations and scores presented in twenty-eight tables support the study's four major findings: (1) Teachers were more custodial than principals or counselors in pupil control ideology; (2) elementary teachers and principals were less custodial in pupil control ideology than their secondary school counterparts; (3) teachers with more than five years of classroom experience were more custodial than were teachers with five years or less of classroom experience; and (4) closed-minded teachers and principals were more custodial than open-minded teachers and principals.

75. Young, J. E. M. "A Survey of Teachers' Attitudes toward Certain Aspects of Their Profession." Canadian Education and Research Digest, (June 1967). ED 012 712 Document not available from EDRS.

To identify factors that contribute either positively or negatively to teacher mental health, 629 teachers (90 percent female, most with one-to-two years' teaching experience), enrolled in a college course entitled "Mental Health in the School," responded to a "personal relations questionnaire" asking: (1) What do you most like and dislike about teaching? (2) Which characteristics of your principal, supervisor, and investigator do you like, and which do you dislike? (3) What are the characteristics of the "best" and "worst" teacher in your school? It was found that: (1) Working with and helping children, holidays and hours, and the variety of work were the most liked features of teaching; (2) clerical duties, parent-teacher difficulties, and correcting books and examinations were the most disliked features; (3) friendliness, helpfulness, and understanding were the most liked characteristics of principals, supervisors, and inspectors; (4) principals were most disliked for being unable to control school discipline and for being domineering, while supervisors and investigators were disliked for not giving helpful suggestions and constructive criticism, and for interrupting lessons; (5) the "best" teacher is commonly characterized as kindly, well organized, understanding, and able to maintain discipline; and (6) the "worst" teacher is commonly seen as lazy, irresponsible, and unable to maintain discipline.

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